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|  | **Week 1** | | **Week 2** | | **Week 3** | | **Week 4** | | **Week 5** | | **Week 6** |
| Important dates |  | |  | |  | |  | | Pixl tests  Wow day | | RE Day |
| Writing & SPaG | Cold Write  Free write | | Exploring persuasive language | | Structure paragraphs for a persuasive letter | | Extended write  Write a persuasive letter | |  | | Hot write  RE Day |
| Using prepositions | | Expanded noun phrases | | Using logical connectives | | Using a formal tone  Using nouns and pronouns for cohesion. | | Using prepositions | | Using a and an |
| Topic | Who is Paul Cezanne?  What is Cezanne’s most famous piece and what do you think about it? | | How do different paint techniques change the look of your art?  What techniques and influences could you take from Cezanne to influence your own art? | | What techniques do you need to make a detailed sculpture? | | How could you make printing blocks to create a repeating pattern?  How could you use digital media to create art?  What is your favourite Cezanne piece and how does it inspire you? | | What vocabulary could you use to describe different music?  How could you make up, write down and perform your own piece of music? | | How could you make up, write down and perform your own piece of music? |
| Reading | Class Readers –The Rooftoppers by Katherine Rundell, The Great Kapok tree by Lynne Cherry | | | | | | | | | | |
| Mathematics | Bespoke Curriculum based on PiXL assessment and WRH Coverage document | | | | | | | | | | |
| **Computing** | Understand how the WWW offers opportunities for communication and how search engines store and find data | | | | | | | | | | |
| **Online-safety** | Understand how to be respectful online and continue to develop an understanding of how to stay safe online | | | | | | | | | | |
| **R.E** |  |  | |  | |  | |  | | Explore why believers see life as a journey | |
| **Languages** | Read everyday words and phrases. Explore customs of the country where the language is spoken. | | | | | | | | | | |
| **PE** | Dance with Up and Under and Bath Rugby will be teaching Rugby | | | | | | | | | | |
| **L4L** | Looking forward, Going for goals | | | | | | | | | | |